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# CO 680 Career Counseling

Anthony J. Headley

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## Syllabus

**Course:** CO680 W1 (SP 2009)

**Title:** Career Counseling

**Hours:** 3.00

**Published:** Yes, on 02/04/2009

**Prerequisites:**

PM642

- or -

CO601

**Department:** Counseling

**Faculty:** Dr. Tony Headley



Email: [tony.headley@asburyseminary.edu](mailto:tony.headley@asburyseminary.edu)

Office: SH

SPO: 925

### **Meetings:**

During 02/09/2009 to 05/22/2009 on Tuesday from 2: 30p to 5: 15p in SH404.

**Maximum Registration:** 25

**Catalog Description:** This course is a foundational class in career counseling. As part of the class, students will be exposed to the knowledge, theories, skills, and techniques necessary to providing such services in various contexts and with a variety of groups. Students will also gain a Christian perspective on vocation, career, and work as a foundation for the practice of career counseling.

### **Objectives:**

CO 680 CAREER COUNSELING

#### **CO 680- CAREER COUNSELING**

Anthony J. Headley, Ph.D. Instructor

Tuesday: 2:30-5:15

Classroom: SH

Office: 410 Stanger Hall

Phone: 858-2267

E-mail: [tony\\_headley@asburyseminary.edu](mailto:tony_headley@asburyseminary.edu)

This is intended to be a foundational course in career counseling that will equip students with the necessary knowledge and skills for performing such services in varied settings. The course incorporates both theoretical and applied dimensions of career counseling. Though primarily designed for students in the MA Counseling program, the course would be valuable for students in other programs who work with adolescent and other populations.

### **OBJECTIVES**

As a result of completing this course, students shall:

1. Develop a biblical and theological understanding of career and work as a foundational basis for career counseling.
2. Be aware of the major theoretical approaches to career counseling.
3. Become familiar with career development theories and their relationship to career decision-making.

4. Acquire skills and techniques related to career counseling.
5. Be familiar with a variety of tools used in career counseling including assessment inventories, computer programs, DOT manuals and similar materials.

## REQUIRED READINGS

Hardy, L. (1990). *The fabric of this world: inquiries into calling, career choice, and the design of human work*. Grand Rapids, Mich.: W.B. Eerdmans.

Zunker, Vernon G. (2006). *Career Counseling: A Holistic Approach*. Belmont, CA: Thomson Brooks/Cole.

## RECOMMENDED READING

Brown, D (2009). *Career Information, Career Counseling and Career Development* (9<sup>th</sup> Edition). Needham Heights, MA: Allyn and Bacon

## REQUIREMENTS

### 1. Active participation in class sessions.

This means that regular class attendance is an expectation in this course. I understand that emergency situations may sometimes arise and lead to your absence. Absences should be restricted to these kinds of circumstances.

### 2. Career Counseling Project

1. Each student will be required to complete a career counseling project involving at least 5 one-hour sessions. For this project, you will be paired with a class member.

The focus of the sessions should be career issues. The process may involve assisting the person with some career decision or reviewing a recent career decision. On completion of the 5 counseling sessions, each class member will write a minimum 5 page paper on the process. The paper should conform to the following outline:

#### A. Conceptualization of Issue/ Diagnosis

1. The identified issues and or problems focused on in the counseling
2. The identified counseling goals
3. The relationship of Christian issues to the career problem and as a means of illuminating it.
4. The relationship of career issues to other issues in the counselee's life.

#### B. Process

1. The counselor-counselee relationship.
2. The counselee's career decision-making process. What style or strategy does the individual use?
3. Any assessment procedures used and how they were used.
4. Counseling interventions used. Be sure to include some guided exposure to a career information system or a similar resources intervention

#### C. Outcomes

1. Discuss outcomes including goals achieved.
2. Discuss how the outcomes were related to the interventions.
3. Highlight strengths and weaknesses of the sessions including anything that you might do differently in the future.

#### D. Theoretical Orientation

1. Discuss the career counseling theory you used and your reasons for choosing this approach.

**Papers will be strictly graded along these criteria. Students should demonstrate complete coverage of all these areas in a well-written style.**

### 3. Career Center Visit

Students will be placed in small groups to visit a career center to become familiar with resources used in career counseling. As evidence of this visit, each group will prepare a 10 page paper (Double-spaced) that addresses the following:

- An introductory paragraph that gives basic information on the center(s) visited
- The personnel available at the center and how they function to meet the career needs of the population served
- The population served by the center
- The types of services offered at the center
- The variety and types of resources available at the center and how these are used to facilitate the career process (Examples of materials would include books, videos, computer and internet resources. Provide a sample of resources in an appendix at the end of the paper).

Each individual member of the group must contribute to this project by both visiting and assisting in the completion of the paper. There is a Career Center at Asbury College and at UK located on Rose Street. At UK's center only current UK students and alumni can request a career counselor. However, the location is free for you to browse and use. Be sensitive so as not to put undue demands on the Centers' personnel. The career center at Asbury College is located in rather small quarters. It would be best if no more than 2 seminary students were there simultaneously. Please call prior to the visit.

### 4. Exams

There will be a mid-term and final exam. The final exam will largely cover material from the mid-term onward. However, one section of the exam will require knowledge of the Hardy material and career counseling theories.

### 5. Career Assessment

You will complete the DISC and the Strong Interest Inventory (SII). Those who have recently completed the latter instrument may use those results. Otherwise the test is available for a cost of around \$16.00. The actual price will be confirmed at the first class session. This money should be paid to the office secretary. You will then use these results to write a minimum of a 3-4 page paper focusing on self-understanding gleaned from the instruments. You should address the following questions in your paper:

What personal and vocational information did you glean from the instruments? (How does your profile on the DISC relate to your career as a counselor? What strengths and/or vulnerabilities does it suggest? How do you show up on the various scales of the SII?)

How do the results of the testing fit with your understanding of yourself?  
(What are some areas of agreement and disagreement? How do you explain any results that do not fit with your previous self-understanding?)

What new insights have you gained from the assessment instruments?

What are the implications of the assessment results for your career choice? (How do the results support or not support your current career path? In light of these results, what might you wish to do differently? How do you integrate your career choice with your calling as a Christian?)

This 3-4 page paper forms part of your Christian Formation Portfolio. The paper relates specifically to the Church and Academy of the Foundation for Christian Formation. As stated on page 20 of the document, *Christian Formation of Students at Asbury Theological Seminary*. You should keep a clean copy of this paper for inclusion in your portfolio for your faculty guide.

### 6. Class Presentation on Career Needs for a Given Population

You will be assigned to different groups to lead a 40 minutes class presentation. Presentations will focus on career counseling with five of the following populations:

- Career Counseling of Women
- Career Counseling of Men
- Career Development with School-aged populations: choose 1
  - Elementary
  - Middle School Students

### High School Students

- Career development of college-aged students
- Career Development with physically challenged persons
- Career Development of the culturally different
- Mid life career development or adults in career transition
- Career counseling with persons who have left the ministry

Groups should prepare a detailed handout for distribution to class members or make the material available in the class folder. Presentations will be graded on the basis of the quality of information, presentation style, quality of handouts etc.

## 7. Reading Requirement

Each student will be required to complete 1200 pages of reading for the course, including course texts. Please submit a report which includes the bibliographic reference, the pages read and total number of pages read. Failure to complete the reading requirement will lead to a small reduction in the final grade (e.g. A to A-).

## SUBMISSION OF ASSIGNMENTS

Assignments may be submitted in hardcopy or by e-mail. If submitted by e-mail, the assignment title should conform to the following format: student's last name, the course number, and assignment title. For example, the submission of the counseling project should read as follows:

DoeCO680project

## Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:
  - a) **Course News and Announcements**, where I will post items important for the entire class;
  - b) **Syllabus**, where a copy of the syllabus is provided;
  - c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
  - d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
  - e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
  - f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

## Virtual Support Contact Information

For **technical support, library research support, library loans, and Virtual media** contact Information Commons:

[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu) Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale:  
[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu) Phone: (859) 858-2393

### Accessing Information Commons Materials

#### 1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

#### 2. Materials Requests:

a. To search the library catalog for available materials, click here:  
<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

#### 3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

#### 4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

### EVALUATION

Course grade will be determined in the following manner:

1. Individual career counseling project and report - 15%  
**Due May 8**
2. Career center visit with detailed resource list with descriptions - 10%  
**Due March 13**
3. Mid-term exam - 20%  
**March 27**
4. Final exam - 30% TBA
5. Career assessment write-up - 15%  
**Due April 10**
6. Special populations presentation 10%

### Incomplete Policy

Incompletes will only be granted for emergency situations beyond your control. Work commitments are not considered emergency situations.

### GRADE RANGES

A	94	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60

C+ 77 F below 60

## PROPOSED COURSE SCHEDULE

### Week 1 February 10

Orientation  
Christian Perspectives on vocation, career and work  
**Read Hardy Text. "The Fabric of This World"**

### Week 2 February 17

Christian Perspective  
History of Career Counseling  
**Zunker, chapter 1**

### Week 3 February 24

History of Career Counseling  
**Zunker, chapter 1**

### Week 4 March 3

Definitional Issues in Career Counseling  
**Zunker, chapters 3-5,9; Hardy, chapter 3**  
**Brown, chapter(s) 1, 3, 4, 14, 17**  
*Special Focus on Relationship of Career and Personal Counseling*

Theories of Career Development  
**Zunker, chapter 2; Brown, chapter 2**  
*Trait and Factor*

### Week 5 March 10

Theories of Career Development  
*Ginzberg*  
*Super*  
**Video – Lifestyle and Career Development (older persons) 30 mins.**

**Zunker, chapter 2; Brown, chapter(s) 2**

### Week 6 March 17

Theories of Career Development  
**Video – Career Directions – First Part of Film**  
*Roe*  
**Video – Career Self-assessment – 27 min.**  
*Holland*  
*Social Learning Theory*

### Week 7 March 24

**Mid-term Exam**  
Career Assessment: Qualitative Measures  
**Zunker, chapters 6-8; Brown, chapter(s) 5, 8**

**Video – Career Directions – Second Part of Film**

### Week 8 March 31 Spring Reading Week

### Week 9 April 7

Career Assessment: Quantitative Measures  
**Zunker, chapters 6-8; Brown, chapter(s) 5, 8**

**Week 10 April 14**

Career Decision Making

**Week 11 April 21**

Resources for Gathering Career Information

**Zunker, chapters 8, 16, 19; Brown, chapter(s) 7, 8, 15**

**Video – Career Exploration 25 mins**

Internet Career Resources

**Week 12 April 28**

Resume writing

**Brown, chapter(s) 10, 18**

**Video – Effective Resumes and Application – 32 mins**

Job Search

**Brown, chapter(s) 10, 18**

**Video - Job Search Strategies 23 mins**

**Week 13 May 5**

Interviewing Skills

**Brown, chapter(s) 10, 18**

**Video – Sell Yourself – 22 mins**

Career Counseling of Varied Populations: Class presentations

**Zunker, chapters 10-17; Brown, chapter(s) 9, 11-13, 16**

Five presentations chosen from the following topics and presented in the listed order.

Career Counseling of Women

Career Counseling of Men

Career Development with School-aged populations:

*Elementary*

*Middle School Students*

*High School Students*

Career development of college-aged students

Career Development with the Physically Challenged

Career Development of the Culturally Different

Mid-life and Career Development or Adults in Career Transition

Career counseling with persons who have left the ministry

**Week 14 May 12**

Career Counseling of Varied Populations: Class presentations

**Video – Reinventing Themselves: Adapting to Career Change – 24 mins**

**Week 15**

Final Exam – TBA

**The professor reserves the right to make modifications in the class schedule.**

**SOME BIBLIOGRAPHIC RESOURCES: Historic and Christian Emphases**

Bradley, L. (1990). *Counseling midlife career changers*. Garrett Park, MD: Garrett Park Press.

Bolles, R. (2002). *What color is your parachute 2003: A practical manual for job-hunters and career*. Ten Speed Press.



- Crites, J. O. (1981). *Career Counseling: Models, Methods and Materials*. New York: McGraw Hill.
- Davis, H. V. (1969). *Frank Parsons: Prophet, innovator, counselor*. Carbondale and Edwardsville, IL: Southern Illinois University Press
- Deratany, Edward. (1988). *When God calls you*. Winona Lake, Ind.: Light and Life Press
- Kai Erikson, K. & Vallas, S. P. (1990) (eds.). *The Nature of work: sociological perspectives*. New Haven : Yale University Press
- Ginzberg, Eli, (1951). *Occupational choice: an approach to a general theory* New York: Columbia University Press
- Herr, E.L. & Cramer, S.H. (1996). *Career guidance and counseling through the life span: Systematic approaches*. 5<sup>th</sup> edition. Harper Collins College Publishers.
- Holland, J. L. (1985). *Making Vocational Choices*. Englewood Cliffs, NJ: Prentice-Hall.
- Hunt, R. A., Hinkle, J. E. & Malony, H. N. (1990) (eds.) *Clergy assessment and career development*. Nashville: Abingdon Press
- Gottfredson, G.D., Holland, J.L. & Ogawa, D. K. (1982). *Dictionary of Holland Occupational Codes*. Palo Alto, CA: Consulting Psychologists Press.
- Karasek, Robert (1990). *Healthy Work: stress, productivity, and the reconstruction of working life*. New York : Basic Books
- Oates, Wayne Edward (1971). *Confessions of a workaholic: the facts about work addiction*. New York: World Pub. Co
- Oates, W. E (1978). *Workaholics, make laziness work for you*. NY: Doubleday
- Narramore, Clyde M. (1974). *How to choose your life's work*. Grand Rapids: Zondervan
- Palmer, Parker (1990). *The Active Life - A Spirituality of Work, Creating and Caring*. San Francisco: Jossey Bass
- Pines, A. M. & Aronson, E. (1988). *Career burnout: causes and cures*. New York : Free Press
- Roe, A. (1956). *The Psychology of Occupations*. New York: John Wiley.
- Trueblood, Elton (1952). *Your other vocation*. New York: Harper
- Williamson, E. G. (1965). *Vocational counseling: some historical, philosophical, and theoretical perspectives*. New York : McGraw-Hill
- Wingren, Gustaf, (1957). *Luther on vocation*. Translated by Carl C. Rasmussen. Philadelphia: Muhlenberg Press
- Zunker, V.G. (1986). *Career Counseling: Applied Concepts of Life Planning*. Brooks/Cole Publishing Co.